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25 June 1971

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MEMORANDUM FOR: Director of Training

SUBJECT : Weekly Activities Report - Language School

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1. In response to a request from [redacted] and one of the Agency's representatives to [redacted] we have pulled together a set of German listening comprehension tapes containing a variety of types of material. We originally proposed to send him one of our instructors as a part-time tutor, but he declined the offer because of lack of time. Instead, he will borrow one of our cassette playback units and use materials which [redacted] has selected from the comprehension series she is currently developing.

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2. [redacted] attended the Programmed Learning Workshop at the University of Michigan last week (13-18 June). The course was conducted by the Center for Programmed Learning for Business, and

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[redacted] was the only one of the 15 participants who was concerned with language teaching. Nevertheless, the course taught universally-applicable principles of programming, and taught them well. During the last day and a half, each participant worked individually on a project from his own sphere of activity. In that time Dr. [redacted] was able to complete the first draft of a programmed module on an aspect of French grammar which has always presented great difficulty to our students. During the summer, we will make accompanying tapes, and the module will be refined and field-tested. Depending on results, we intend then to use the module as a regular part of our French instruction and produce more of the same for other problem grammar points in our Romance language courses.

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Next week [redacted] will attend a three-week programming workshop at the University of Rochester.

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3. Two new additions to our staff arrived this week. [redacted]

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[redacted] whose clearance we have awaited for over six months, began work as the Language Assistant for the Romance Languages Department;

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[redacted] a summer employee, is working in the library and also helping to fill gaps caused by the loss of some of our clerical personnel.

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4. Next week the Language School will be closed to students for two weeks in order to allow full-time students and faculty to take annual leave and to enable the faculty and staff to complete projects and organize courses. During the break, we will conduct workshops for interested faculty members on three subjects: tape recording technique, the video tape machine, and the various projectors used in language teaching.

5. The Linguistic Steering Committee, consisting of the department chiefs and junior linguists of the Language School, met recently to discuss the question of teaching pronunciation. This is one of several subjects which I had asked them to consider. The committee reached the following conclusions:

a. A linguistic description of how sounds are made is not necessary for all students. Some profit from such a description; others learn better simply by imitation.

b. Although near-native pronunciation should not be required for our students, enough accuracy should be required to ensure understanding. For instance, a Japanese learning English must separate "f" and "h", otherwise he cannot understandably make for his listener the distinction between "hail" and "fail". However, if he says "fail" with a Japanese "f", it would still be understandable. Thus, learning to say it with an English "f" would be desirable but not part of the minimum objectives of his language course.

c. It is not a good idea to spend too much time on phonology at first. A description of the problem sounds should be part of the introduction to the language, but a week of phonology at the beginning can damage motivation. Each lesson should be checked to see what problem sounds it contains, and mastering the sounds should be one of the specific objectives of that lesson.

d. All our instructors should be able to describe the problem sounds in their languages. Knowing how to do so would enable them to correct the students' mistakes as they are made and before they crystallize into bad pronunciation habits.

6. Interagency contacts at the working level were continued last Friday, 18 June, when the FSI hosted a meeting of Chinese instructors. Because of the small size of the departments, the entire staffs were invited. All of our Chinese Department, Miss [redacted] 25X1A9a
Mrs. [redacted] attended. [redacted] 25X1A9a
and the two FSI instructors were present. DLI was invited, but only two of their four instructors came. The meeting was chiefly concerned

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with teaching materials and methods. FSI was particularly interested in our drills to accompany Speak Mandarin, and we are sending them a set of the tapes. They have some drill materials that go with Chinese Dialogues that we are asking for in return. Since DLI concentrates on teaching reading, their interest in this field was limited.

7. The Language School is busy putting shorthand materials into cassette form. We will supply Clerical Training with copies which they can loan, and we will install a cassette playback unit in the Headquarters lab for personnel to use on a space-available basis. The cassette tapes for Headquarters will be recorded in such a way that students will not have to rewind the lesson when finished. This may not be worth the effort; however, we are interested in experimenting with this format.

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8. Mr. [] OC, called asking for advice on types of equipment, cassettes, and self-study language materials []. We discouraged him on a project of dubious value, since most commercial materials are not suitable for serious self-study language training. We did suggest that if they wanted to spend the money, they should buy some inexpensive cassette recorders and LS would selectively supply them with a limited amount of appropriate materials.

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9. The Office of Logistics informed Mr. [] that they plan to begin work on converting the room behind the Headquarters lab to a classroom for Mrs. [] Russian classes. The work will begin next Tuesday, and we are trying to get SB Division to find some space for Mrs. [] who is presently giving her Russian classes in one of their small rooms.

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10. Language School Statistics:

Students and Classes as of the week of 14 - 18 June 1971:

Students

Full-time -	57
Part-time -	<u>124</u> (41 BAHLT) (42 Hqs.)
TOTAL.....	181

Classes

Full-time -	30
Part-time -	<u>44</u> (8 BAHLT) (9 Hqs.)
TOTAL.....	74

Laboratory hours for the week of 14 - 18 June 1971:

Language School -	134
Headquarters -	39

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There were 22 proficiency tests given during the week of
14 - 18 June 1971.


Acting Chief, Language School

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